DOCUMENT RESUME

ED 313 272 SO 020 031

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TITLE Using Primary Source Materials: A Curriculum Development Process.
PUB DATE 20 Nov 88
NOTE 33p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (68th, Orlando, FL, November 18-21, 1988).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Cognitive Structures; Curriculum Development; Elementary Secondary Education; Historiography; History; *History Instruction; Models; *Primary Sources; Social Studies; *Use Studies
IDENTIFIERS Minnesota; Minnesota Historical Society

ABSTRACT

This paper on the curiculum development process describes how primary sources may be used to teach history. Three frameworks related to historical understanding are presented: (1) the thinking skills/information processing framework; (2) the cognitive structure framework; and (3) the response theory framework. A curriculum development model is outlined using four stages: (1) the research stage in which the general historical theme is identified and developed, primary and secondary sources are reviewed, a context is specified, and questions and hypotheses are formulated; (2) the sorting stage in which primary source materials are reviewed, a grade level is chosen, and historical investigation skills are described; (3) the activity development stage in which primary source materials are adopted and evidence gathering worksheets are developed; and (4) the lesson writing stage in which pupil motivation, lesson objectives, and monitoring and evaluative techniques are reviewed. Three studies describing the curriculum process are provided. Using the theme of lives of children and families at the turn of the century, the studies include: "Family Life in Cloquet, Minnesota, 1900-1910"; "Urban Fringe Farm Families, 1860-1900"; and "The Messages in Women's Magazine Ads, 1897-1910." A 40-item bibliography is included. (CT)

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USING PRIMARY SOURCE MATERIALS:
A CURRICULUM DEVELOPMENT PROCESS

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SO 020 031

November 20, 1988

National Council for the Social Studies
Orlando, Florida

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Abstract

Pupils learn history in a variety of ways. Stemming from three frameworks--information-processing, cognitive structure, and response theory-- primary source materials can be used to create different types of exemplary learning experiences for pupils.

Careful curriculum development needs to occur if both the content learned and the historical skills used are to be meaningful. Four stages of the curriculum development process include: the research stage, the sorting stage, the activity development stage, and the lesson writing stage. During the research stage, resource books are reviewed to gain and understanding of the historical period; varieties of primary source materials are also considered. Moving to the sorting stage, questions or hypotheses are generated, and specific primary source materials are chosen. In addition, facts, inferences, and generalizations and historical investigation skills related to those materials are listed. At the activity development stage, sources are modified and information gathering worksheets are created. Finally, at the writing stage, a lesson place is devised which facilities pupils' learning experiences.

How do students learn history? How can teachers ensure attention to the details of the past, develop historical investigation skills, and stimulate a creative response to historical materials? It is not an easy task. And complaints of failing to teach a common cultural context to all students are becoming louder and louder. Historians blame teachers for the lack of basic knowledge college students bring to their introductory classes. Educators complain that historians suffer from a lack of focus, demand a too crowded agenda, and have no understanding of the nature of teaching elementary and secondary pupils.

The need to develop "historical mindedness" on the part of teachers is to create the following (Fury & Salevouris, 1988, 11): 1) a sensitivity to how other times and places differ from our own; 2) awareness of basic continuities in human affairs over time; 3) ability to note and explain significant changes; 4) sensitivity to multiple causation; 5) awareness that all written history is a reconstruction that inadequately reflects the past as it really happened. Within the framework of these overarching goals, which may not be realized for many years, there are many historical skills younger people can practice, historical concepts that they can begin to understand, and historical topics they can investigate.

Three questions need to be addressed in developing historical understanding: 1) how do students learn history? 2) how can the use of primary source materials contribute to students' understanding of history? 3) what curriculum development process is helpful in constructing effective history learning experiences for students? This article will discuss the answers to these questions

by first reviewing some general background related to historical investigation, and second, by describing a tested curriculum development process using three case studies.

BACKGROUND

In this background section, three models related to historical understanding are reviewed. This is followed by descriptions of how these models apply to the use of primary source materials. Finally some of the effects of the use of primary source materials with pupils are offered.

Models Related to Historical Understanding

Thinking Skills/Information Processing Model

The first framework comes from the thinking skills/information processing work of Costa (1985). Costa's model includes input (gathering and recalling information), processing (making sense of gathered information), and output (drawing conclusions and applying and evaluating actions in novel situations). When applying this model to history, investigation skills can be organized as follows. During the input phase, pupils form hypotheses, pose questions, select particular historical sources from the variety available, and evaluate the reliability and accuracy of those sources. In the processing phase, pupils compile and organize information, evaluate the relevance and factuality of the information, compare similarities and differences, and recognize the point of view and time perspective inherent in the information sources. In the output phase, pupils draw conclusions, inferences, or general ideas from the data presented; they consider alternative conclusions and make and justify interpretations and generalizations.

All of these add up to practicing good historical skills. Through this type of investigation, pupils develop an appreciation for how other times and places differ from our own, develop a sense of chronology and place and significant changes, and become aware of the complexity of the past and the multiple causation of events, and are introduced to history as a reconstruction of the past.

Cognitive Structure Framework

The second framework, stemming from the work of Piaget, is the cognitive structure approach of Peel (1967) and Hallam (1975). Through qualitatively different stages (sensory motor, pre-operational, concrete-operational, and formal operational), pupils move from a purely psychological approach to time to a standardized, logically organized approach to physical time. Progression from an ego-centric viewpoint to the ability to answer the perspectives of others also is necessary. Only with great difficulty do pupils finally combine a de-centered perspective and logical thinking pattern to acquire a mature understanding of historical time periods. In reacting to and expanding upon this approach, other researchers have suggested that psychological time is important throughout life in understanding history, that history requires "a sense of existing in the past as well as the present, a feeling of being in history rather than standing apart from it" (Poster, 1973, 589). Still other researchers have highlighted the particularistic and individualistic nature of history, and how this discipline is inherently different from the logical-mathematical structures of the Piagetian view. The conclusions of the Piagetian theory then must be applied with caution to this field of study. (Jurd, 1973)

Response Theory as a Framework

A third framework, coming from work which studies pupil's responses to historical situations, delineates stages which organize the general nature of these responses. Egan (1983) suggests pupils up to the age of seven are mythic in their responses and appreciate the historical conflicts between opposites: good and evil, big and little, fear and security. He also emphasizes the affective affiliation for historical narrative that pupils have. As pupils mature, they become more concerned with the struggles of real people with real problems. Here the romantic view with heroes and heroines come into play; people who struggle in the face of great odds are important to pupils as they go through elementary and junior high school. (Levstik, 1986)

The Frameworks and the Use of Primary Source Materials

General Uses

What types of primary source materials can be used in connection with these frameworks? Following are several illustrative examples. In the information processing framework, where pupils test hypothesis through the acquisition of concrete data, census records, business directories, and maps may be particularly important. Generating an hypothesis about the structure of families in a particular town in 1900 and then systematically recording and organizing the data is of benefit in drawing conclusions and applying them. In the cognitive structure model, clock or logical time emerges as pupils sequence events in chronological order. Here the use of photographs showing a single street scene taken at ten year intervals or a series of insurance maps from different time

periods may be helpful to pupils. Finally, in the third framework related to response theory, reminiscences, diaries, and letters may allow pupils contact with the struggles of the past as individuals felt them.

Insert Figure 1 about here.

Programs Using Primary Sources Materials

Various types of primary source units that frequently combine the above frameworks are available. For example, in one of the units of the Chicago Neighborhood History Project (n. d.), pupils use maps to define their turf, real estate guides to deal with questions of land use, and a reminiscence to respond to the quality of neighborhood life. The Minnesota Historical Society (Sandell, 1985), uses diary entries to help pupils gather data about how explorers got to Minnesota, photographs to document change in a community, and census records to test hypotheses about who were residents in a community. Among many other suggestions, Old Sturbridge Village sources (1979) uses oral history, photographs, and maps to compare and contrast towns of the 1820's, 1900's, and the present.

University teacher education candidates and sixth grade pupils used census records, business directories, oral histories, plat maps, and real estate abstracts to test hypotheses related to local buildings surrounding neighborhood schools (Carlson & Makila, 1982). Countless units developed by practicing teachers in Northeastern Minnesota have included activities using primary source materials,

particularly Sanborn Fire Insurance Maps, business directories, oral histories, reminiscenses, and census records as tools for determining facts, inferences, and generalizations related to their local areas.

Effects of the Use of Primary Source Materials

Leon (1980) found that when pupils use primary source materials in the study of history, they learn problem solving skills and improve their attitudes toward their community and themselves. Shenton and Jakoubek (1980) determined that the use of primary source materials with pupils assists them in getting down underneath the past and gives them an understanding of the people in all their diversity, complexity, and humanity. Labbett (1979) stated that pupils gain research skills through the use of primary source materials. Howard, Hunnicutt, & Draves (1980) found that pupils who use interviews and site visits as primary source materials learn through activities that stress sight, sound, and touch of information acquisition. Metcalf & Downey (1978) found that when pupils study a community using primary source materials, it yields information about that community's social, economic, and family history as well as its architecture and public art, folklore, and cultural journalism. Using architecture as a primary source, Leclerc (1979) found that pupils develop critical observation skills and gain the concept that buildings are manifestations of religious, social, and personal values.

Through playing the role of archeologists, pupils gain practice in the scientific methods of inquiry used by social scientists (Danley, 1982). Use of museum artifacts as a primary source material results in the generation of

greater interest and more long-lived learning than that realized by more traditional lecture methods (Hawfield & DuVall, 1982).

To create effective learning experiences using primary source materials which apply the three frameworks involves a systematic curriculum development process. Careful selection of materials is necessary if both the process and products of the learning activities are be accurate and meaningful for pupils. In the next section, the curriculum development process will be outlined. This will be followed by three case studies which illustrate the process.

THE CURRICULUM DEVELOPMENT MODEL

University/Historical Society Collaboration

For several years the Education Department of the Minnesota Historical Society and the Elementary Education Program in the Department of Child and Family Development at the University of Minnesota, Duluth, have collaborated on a class for teachers in which the study and teaching of history are given equal weight. The project created a place where educators felt nurtured in pursuing their own understanding of the past and where teachers' pursuit of historical knowledge could be developed along with a deeper appreciation of how to teach history to younger people.

Out of this collaboration has evolved a model for teaching history curriculum development. The class uses primary sources as the basic textbook through which teachers both study a topic and write curriculum. The primary goals of the class are to help teachers develop "historical mindedness" and to use

this understanding to create materials which help pupils at particular developmental stages to also become "historical minded."

Overview of the Model

The four stages of the curriculum development process are: the research stage, the sorting stage, the activity development stage, and the lesson writing stage.

The Research Stage

During the research stage, a general historical theme is developed and various primary and secondary source materials are reviewed. The context (historical time and place) are described for teacher use. Possible questions to be answered or hypotheses to be tested are generated.

The Sorting Stage

The sorting stage involves careful review of primary source materials that could lead to the collecting of relevant information. A particular grade level is chosen, with consideration of the pupils' stage of development, whether that development is viewed as differing in cognitive structures or differing in responses to historical events. The facts, inferences, and generalizations which pupils will draw from the materials are listed. Also described during this stage are the historical investigation skills which pupils will use in the input, processing, and output phases of their work.

The Activity Development Stage

During the activity development stage, consideration is given to the adaptation of primary source materials in order to be meaningful to pupils at

their developmental level. Evidence gathering worksheets are developed to assist pupils as they gather facts, make inferences, and draw conclusions or arrive at generalizations. These worksheets can also facilitate pupils' exploration of the struggles faced by people of the past and allow testing of hypotheses using various information sources. Sometimes vocabulary guide sheets are also developed. These sheets can help students with unfamiliar historical terms like "forge."

Insert Figure 2 about here.

The Lesson Writing Stage

The final stage is the writing of the lesson plan. Components within the lesson plan include consideration of pupil motivation through the anticipatory set, the objective or purpose of the lesson, how the learning experience will be explained, modeled, and practiced. How pupil learning will be monitored, evaluated, and practiced is also reviewed.

Cases Studies Illustrating Curriculum Development Process

Three case studies will describe how this curriculum process takes place. They will use the theme "lives of children and families at the turn of the century." A historical study of the family can be organized in three basic ways. The family can be studied as a unit of society. In this case a researcher might investigate such topics as household size, family roles, rural versus urban patterns at a particular point in time. It is a static or slice-of-time look at the family. Or, the

family can be studied as a changing, dynamic unit through a study over time. Some of the topics in such a study might be lifecycle: daily, weekly, or annual timetables; demographic patterns that compare several decades of time. A third basic way to organize a study of the family would be to look at the family in relationship to other social systems or institutions. In such a study the topics might be kin networks, geography and ethnicity, consumer patterns, socialization, ideology, religion (McLellan, 1986).

Case Study One: Family Life in Cloquet, Minnesota--1900-1910

Research Stage

The research stage involved first reading a general history of Cloquet, Minnesota (Carroll, 1987). Primary source materials which could yield insight into the lives of children families were also overviewed. These materials included census records, community Sanborn Fire Insurance Maps, artifacts, business directories, photographs, newspapers, old textbooks, reminiscences, and oral histories. Questions began to emerge--1) was the community prosperous or economically depressed and how would this impact children and families? 2) what was the ethnic diversity or similarity with the community? 3) what were typical household structures? 4) what child-rearing expectations were then in effect? 5) what values were inherent in child rearing? 6) what were difficulties faced by children and families? 7) what leisure time and community celebrations were available to children and families?

The Sorting Stage

In the sorting stage, the secondary school level was chosen for a unit of six lessons related to the lives of children and families in Cloquet. The information processing theory was chosen as a basis for the curriculum development. Specific materials chosen for use in the unit were: 1) 1900 United States Federal Census for the City of Cloquet (formerly called Knife Falls), 2) 1907 Sanborn Fire Insurance Maps for Cloquet, 3) selected articles from the Ladies Home Journal, 1900-1910, 4) newspaper articles from Cloquet's Pine Knot, 1900-1910, 5) business directory Cloquet Home of the White Pine (1907), 6) a reminiscence of boyhood in Cloquet in 1906 (O'Meara, 1983), 7)photographs from the picture file of the Carlton County Historical Society, 8)McGuffey Readers for First, Third, and Fifth Levels (1896).

Facts to be collected from each primary source were identified and related to the following inferences: 1) the community climate was prosperous and upbeat, 2) ethnicity was diverse when considering the community was a whole, but people actually lived in pockets of specific ethnic groups, 3) although household structures differed, mothers were usually at home, enabling children to be cared for by their own mothers; 4) different childrearing expectations existed for boys and girls; 5) festivals and community celebrations were important events for children and their families; 6) people were expected to work hard, contribute significantly to family life, and do well at school.

Insert Figure 3 about here.

The particular historical investigation and thinking skills emphasized in the activities included: 1) compiling and organizing information, 2) evaluating the relevance and factuality of the information, 3) comparing similarities and differences, 4) drawing inferences and generalizations, and 5) becoming aware of the complexities of the past.

Activity Development Stage

Evidence gathering worksheets were developed for each of the primary source materials. Questions were written to assist pupils in the collection of facts. These, in turn, were combined into inferences and generalizations. For example, for the information collection worksheet related to newspaper and journal articles, pupils were asked to describe the major idea of their articles and the details which supported those key ideas. They were then asked to detail the values reflected in the articles and how those values might affect parent-child relationships. Finally, they were asked to generalize about different socialization patterns for boys and girls and the effects of such patterns on family life in small towns in the United States at the turn of the century.

Insert Figure 4 about here.

Lesson Writing Stage

Six lesson plans were written to include consideration for motivation and goal setting, introducing the lesson and modeling expectations, and monitoring and evaluating the pupils' learning. For example, pupils using the newspaper and journal articles first made hypotheses about child rearing techniques and expectations at the turn of the century. They then analyzed one newspaper article as a large group, collecting facts, making inferences, and composing generalizations. Working in small groups with packets of different articles, facts were collected and inferences were drawn. After sharing these with the total group, generalizations about socialization practices for boys and girls in the early 1900's were drawn.

Case Study Two: Urban Fringe Farm Families 1860-1900

Research Stage

This case study was developed to use with teachers in a workshop in which they would investigate the experiences of the Heman and Jane Debow Stevens Gibbs family -- a Euro-American family who moved to Minnesota during the early statehood period. A more refined version of the case study was used with junior high students. Other versions were developed by teachers to use with elementary students.

The research stage of the study included a survey of relevant agricultural and rural studies sources, an unpublished interpretive plan for the Gibbs Farm Museum, research in the Gibbs Family papers, and work with an unpublished

computer data base of agricultural production for the township in which the Gibbs farm was located.

The primary sources in this study include: household and agricultural census data for all families in the township from 1860-1880; specific census information for the Gibbs family over 40 years; township plat maps; two account books listing all the purchases and groceries the family bought in one year; letters between family members; and the farm house and property.

Preliminary questions emerged from this initial overview: Did the close proximity of the city of St. Paul influence production on the farm? Did family life change as the city's physical boundaries encroached on the farm, and as transportation into the city became easier and faster? In what ways did the nearby city influence this farm family?

The Sorting Stage

The questions defined in the research stage were refined in the sorting stage. Each resource would be asked to answer basically the same question. What changes in social and economic patterns, if any, could be explained by the location of this farm just outside the city limits?

The specific primary resources chosen for the investigation included: 1) 1860, 1870, 1880, and 1900 household census for the Gibbs family; 2) 1860, 1870, and 1880 agricultural census for the farm; 3) plat maps from 1867 and 1892; 4) an account book listing all purchases for 1881; 5) an account book listing all groceries purchased from one store during 1881; 6) the physical farmhouse.

Evidence was collected from all these primary sources and led to the following inferences: 1) agricultural production changed rapidly between 1860 and 1880 from semi-subsistence, to market production, to truck farming. It later shifted once more in the early 20th century to nursery and greenhouse production. 2) Family composition changed throughout the family's life cycle in predictable ways, but all members stayed in farm-related occupations. 3) Family life remained centered around this farm (except for one daughter who married and moved away). 4) Family buying patterns were influenced by proximity to an urban center. 5) Physical evidence in the house, and some buying patterns suggested the persistence of more rural patterns to this family's economic and social life.

These inferences, suggested after the evidence was compiled from each source, led to the conclusion that rural families living close to growing urban centers were influenced primarily in their farm production and economic status. Some social and lifestyle patterns showed urban influence, but overall the sources documented a persistence in social patterns already established in the family, and a continuing pattern of rural values related to living and working together on a farm.

Activity Development Stage

When the case study was used with teachers, worksheets were not developed. They used the materials as a "primary source packet" through which they would develop their own activities and corresponding worksheets.

When this investigative unit was used with junior high students specific

evidence collecting worksheets were developed : A vocabulary sheet was also developed to use when the students encountered unfamiliar words in the account records. Items such as Arnica (an herb used as a liniment) and Saleratus (Sodium Bicarbonate used as a leavening agent in raising breads) are not on a family's grocery list these days.

Each worksheet asked students to collect specific evidence from a set of sources, to sort or organize that information, and then draw inferences and conclusions. It is important that worksheets used in a historical investigation model do not stop at evidence collection. The higher level skills involving analysis and generalization must be structured into the students' work. Some teachers prefer to have the worksheet stop at the inference level, and to reach generalizations in a whole group discussion.

Insert figure 5 here

Lesson Writing Stage

In this stage a lesson plan for the junior high was written. It is important to include an explicit model of the investigative process, and an introductory motivation activity when working with students. An introduction to the family members was chosen for the motivating activity. As a large group students were introduced to the 1860 census. They were asked to choose a family member and write or tape record a week of diary entries based on the census record. In the discussion of their entries that followed the instructor pointed out the examples of

gender roles, family relationships, work on a farm. economic status, etc. to which their diaries alluded. This concept list was compiled on the board and retained for the entire unit. After completing the unit these concepts would be defined by students in more specific terms. Next, the students were asked to predict changes in the family at ten year intervals for 40 years. The introductory activity then led naturally into an investigation of their "predictions."

Case Study Three: The Messages in Women's Magazine Ads, 1897-1910

Research Stage

Women's magazines, which increase in popularity at the end of the 19th century, give advise to women in several ways and about many topics. There are articles that give explicit advise about housekeeping, childcare, relationships with men and husbands, and health and nutrition. There are also ads that give information about new consumer products. This advertising promotes certain cultural roles for women, suggests changes in the nature of housework, and addresses certain concerns women have about caring for their families.

The primary source research for this lesson focused on the advertising found in journals such as Women's Home Companion. Secondary sources about housekeeping, women's roles, and family economics and work were also used. Advertising was a new media in the late Nineteenth Century, and it helped to diffuse the new national consumer culture that had come into existence after the Civil War. When analyzed the ads suggested that there were now plenty of new

prepared foods and new labor-saving products available to women consumers. The ads also suggest that women were assigned to taking care of the home and family, and that housework entailed a certain set of high standards.

Some of the questions that defined the research at this stage were: Into what categories of information do the ads fall? What do they tell us about prescribed roles for women? What do they tell us about new products and new technology developed to sell to the home market? What information do they give about the home environment of the family?

Sorting Stage

At this stage 14 ads were chosen as representative of the kinds of ads used throughout the 13 years of magazines in the original study. An analysis of these specific ads was completed. The ads were classified by their messages into the following categories: 1) Creating an educated home. 2) Creating a healthy home. And 3) Creating an efficient home. This classification led to three inferences: that women were responsible for providing a stimulating home environment geared to the education of young children; women should be very concerned about keeping children safe, clean, and healthy; and that women's work in the home would be easier if women used new, more efficient products. The generalization this analysis led to was that the primary prescribed role for women was to raise educated, healthy, well-behaved children, and they do so by participating as major consumers of products manufactured outside the home.

Activity Stage

This lesson was designed with upper elementary students in mind, but was

given to teachers as a model of history curriculum development during a teacher workshop. It was also intended to be a part of a larger unit study on the changing roles of American women in the 20th Century.

There are three major content objectives for this unit: 1) Students will recognize that women were expected to be major consumers of new technology and food products. 2) Students will recognize that the prescribed or preferred role for women centers around taking care of children and the family home. 3) Students will understand that even magazine advertising can give a historian information about the past. The historical skills students would practice in this unit include compiling and organizing information, and drawing conclusions from evidence.

Teachers were given the 14 ads in small groups and asked to classify them according to these categories: 1) Creating an Educated Home. 2) Creating a healthy Home. 3) Creating an Efficient Home. Teachers were then asked to describe what the ads told them about women's roles. They were asked to write three specific inferences, one for each category of ads. Then they were asked to draw generalizations about women's prescribed roles. When using this unit with students this information should be collected on an evidence gathering worksheet.

Insert Figure 6 here

This worksheet begins with the sorting or evidence gathering stage in which students sort the ads into the categories. In the next section students draw

inferences from the evidence. The third section asks students to reaffirm their inferences and begin to move to the generalization level. In the last section students attempt an expository argument.

Lesson Development

Modeling the use of a primary source before getting down to the actual group work is always helpful when working with students. In this case, the modeling might happen in a large group discussion of contemporary magazines as a source of information about our society. Particularly helpful would be for the class to examine several different kinds of magazines -- some geared to special topics such as sports or news, others directed to specific age, ethnic, or gender groups. The class could discuss the different kinds of articles and features found in such a variety of magazines, and how different the ads are in each type of magazine. With contemporary examples the class could also discuss the differences between real and idealized images of women. The instructor would then introduce the class to the older magazines and take the class through the analysis of one ad before beginning the activity.

DISCUSSION

Pupils learn history in a variety of ways. They may apply information processing skills through three stages--the input stage, the processing stage, and the output stage. They may gradually de-center and develop logical knowledge of physical time and historical periods. They may organize their responses to historical occurrences in different ways at different ages. Regardless of

framework, pupils may benefit from the use of primary source materials, whether those be commercial materials or locally developed units.

If the end goal of studying history is to develop historical mindedness, then the teaching and study of history must allow for both the acquisition of content knowledge and the practice of historical investigation skills. Teacher training in history education should encourage and nurture the development of history curricula in which both can take place--for teachers and for students. This model teaches non-historians historical research methodology by allowing them to practice it in a case study approach. In turn, it encourages teachers to allow students to practice it as well.

To develop effective learning experiences using primary source materials requires careful curriculum development. Using the four steps of the curriculum development process as outlined in this article assures that pupils use effective historical investigation skills in order to arrive at accurate content knowledge. Both the content of history and the process of learning are addressed if teachers use these four steps in designing learning experiences that use primary source materials: the research stage, the sorting stage, the activity development stage, and the lesson writing stage.

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Figure 1. Contributions of Theoretical Frameworks and Examples of Primary Sources Materials

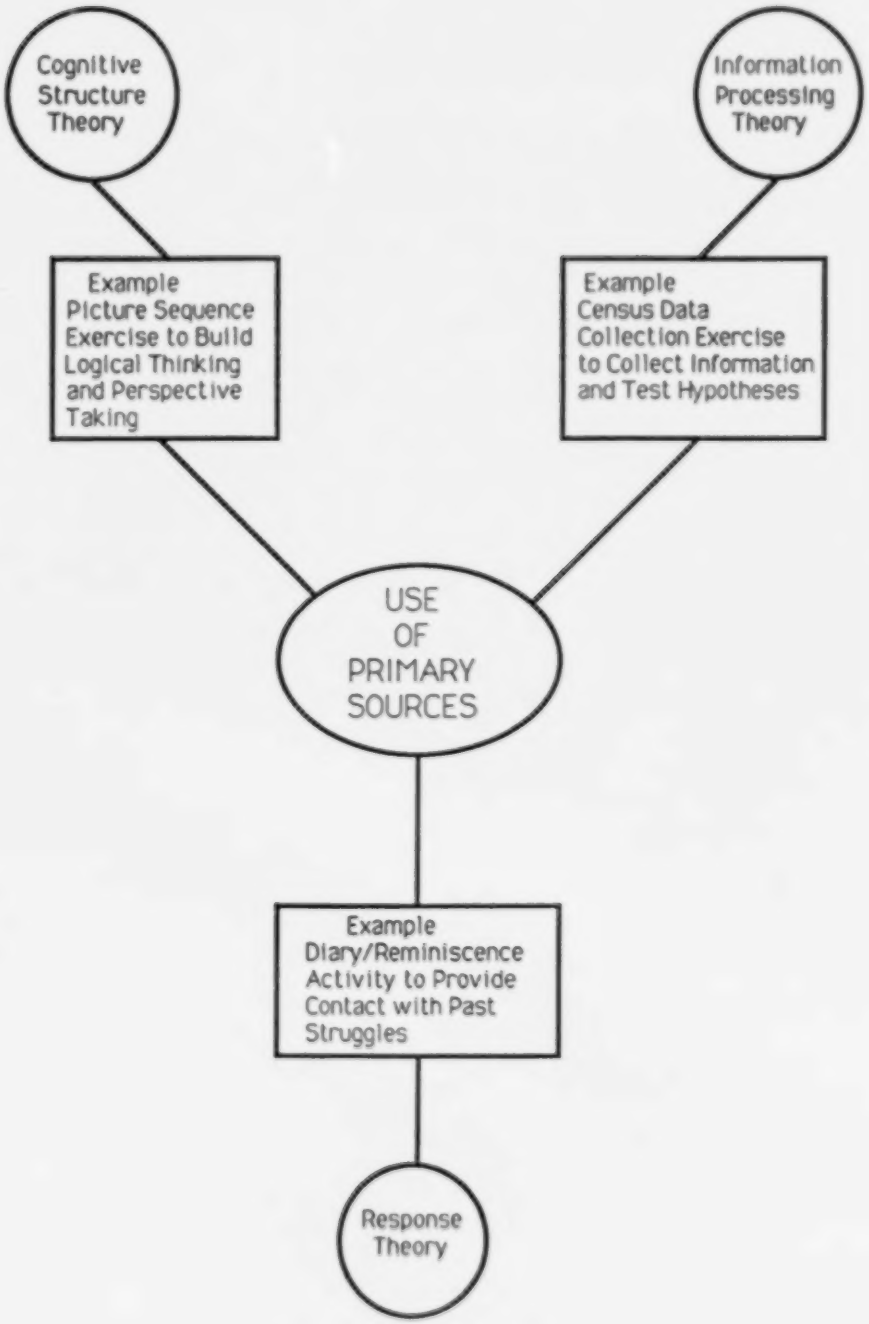
Cognitive Structure Theory
Information Processing Theory
Example Picture Sequence Exercise to Build Logical Thinking and Perspective Taking
Example Census Data Collection Exercise to Collect Information and Test Hypotheses
USE OF PRIMARY SOURCES
Example Diary/Reminiscence Activity to Provide Contact with Past Struggles
Response Theory

Figure 2. The four steps of the curriculum-development process.

RESEARCH STAGE
- HISTORICAL THEMES
- NARROWING OF CHOICES
- RESOURCE BOOKS AND ARTICLES
- DESCRIPTION OF HISTORICAL PERIOD
- POSSIBLE PRIMARY SOURCES

SORTING STAGE
- QUESTIONS OR HYPOTHESES STATEMENT
- SELECTION OF SPECIFIC PRIMARY SOURCE MATERIALS
- LISTING OF FACTS, INFERENCES, GENERALIZATIONS
- PRELIMINARY LISTING OF HISTORICAL INVESTIGATION SKILLS

ACTIVITY STAGE
- RELATE GENERALIZATIONS BACK TO THEME
- ADAPT/MODIFY SOURCES FOR STUDENT USE
- DEVELOP INFORMATION GATHERING WORKSHEET
  - DEVELOP QUESTIONS RELATED TO FACTS
  - DEVELOP QUESTIONS RELATED TO INFERENCES
  - DEVELOP QUESTIONS RELATED TO GENERALIZATIONS
- REFINE THE LISTING OF HISTORICAL INVESTIGATION SKILLS

WRITING STAGE
- OBJECTIVE(S)--CONTENT AND PROCESS
- MOTIVATION OR ANTICIPATORY SET
- MODELING
- GUIDED PRACTICE
- INDEPENDENT OR GROUP WORK
- PROCESSING OR CONCLUSION

Figure 3. Facts, Inferences, and generalizations related to selected primary source materials for Cloquet, Minnesota.

Source	Sample Facts	Inferences	Generalizations
Census records (Federal, 1900)	1. Ethnic groups in Cloquet included Swedes, Norwegians, Danes, English, Irish. 2. Households averaged 3 children per family. 3. Thirty percent of all households were boarding homes or had boarders. 4. Two percent of the families had mothers working ourside the home.	1. Families were of diverse ethnic background, but appeared to live in ethnic pockets surrounding churches. 2. Mothers of children usually remained at home were available for care. 3. Differing child-rearing expectations existed for boys and girls. 4. Schools and national journals may have contributed to assimilating people, while churches supported ethnic diversity.	1. In the early 1900's male and female roles were clearly differentiated regardless of ethnic background.
Maps (1907 Sanborn Fire Insurance)	1. Lumbering and lumber products were main businesses with many support businesses. 2. There were 3 schools, 2 elementary and 1 high school. 3. There were 5 churches, structured along ethnic lines, i.e. Norwegian Lutheran, Swedish Lutheran. 4. Residential and business were distinct but within walking distances of each other.		
Journal (Ladies Home Journal, 1900-1910)	1. Women were incapable of learning foreign languages. 2. Girls needed to learn polite manners and modesty. 3. Boys needed to be straightened in order to become manly (upright and courageous). 4. Sex education was extremely important and should be taught at home.		

Figure 4. Sample information-gathering worksheet for the journal primary source materials.

LADIES HOME JOURNAL ARTICLES

Name _____
Group_____

GATHERING FACTS

1. From the packet given your group, select one article.

2. Read the article and answer the following questions:
   a. What is the major idea of the article?

   b. What details support this main idea?

DRAWING INFERENCES

Share your recording of ideas from the previous section with other members of your group. Be sure one person records the ideas shared. Then draw inferences and record them here. Think about the child-rearing values expressed in the articles. Also think about how these values affected day-to-day interactions between parents and children.

MAKING GENERALIZATIONS

To make generalizations, think about the hypotheses you made as a class at the beginning of this lesson. Do your facts and inferences support these hypotheses? Make a generalization about recommended child-rearing practices in the early 1900's and how these practices may have affected and been affected by societal norms.

Figure 5. Worksheet: Agricultural Census for the Gibbs Family

1. List the improved and unimproved acres the Gibbs family own in each of the following years:

1860	_____	_____ =	_____
1870	_____	_____ =	_____
1880	_____	_____ =	_____

2. What is the value of the following:

	the farm	machinery	livestock
1860	_____	_____	_____
1870	_____	_____	_____
1880	_____	_____	_____

3. What kinds of animals are the Gibbs' raising? And how many of each?

	Horses	Milk Cows	Swine	Chickens
1860	_____			
1870	_____			
1880	_____			

4. What kinds of crops are they growing? How much of each?

wheat/ eggs/ corn/ oats/ flax/ potatoes/ butter/ hay/ buckwheat/ beans & peas

1860	_____
1870	_____
1880	_____

5. Why didn't the Gibbs' expand their farm during these years?

6. Where might the Gibbs' be selling the crops they raise?

7. An urban fringe farmer has certain characteristics. These farmers tend to raise more vegetables and less grains. They sell more dairy products. They farm less than 80 acres. They have less money invested in machinery. The value of their land increases rapidly. Which of these characteristics does the Gibbs have? List them. Would you call him an "urban fringe farmer?"